

	PreK - Grade 1	Grade 2/3	Grade 4/5	Grade 6	Grade 7/8	Grade 9/10
Self-Management Skills (PYP) Organization and Attitudes (MYP)						
Organization	Following a classroom routine with assistance	Following classroom routines independently	Following classroom routines independently			
	Identifying own needs with an attempt to meet them	Meeting own needs with limited assistance	Meeting own needs independently			
		Keeping track of materials, both personal and in classroom, with limited assistance	Independently keeping track of materials and supplies	Bringing all required materials to class	Taking initiative to obtain missed information	Successfully managing all personal learning resources
			Keeping tray and cubby/locker tidy	Keeping school bag, locker and workspace organized	Establishing a filing system for notes and other materials	
Time Management			Transitioning to/from specials and breaks independently	Being on time		
	Recognizing that there are specific amounts of time available to complete specific tasks	Beginning to have a sense of time	Using time effectively and appropriately to complete tasks.	Being on time Using the planner effectively		Balancing work, leisure and rest to meet deadlines
		Maintaining an appropriate working pace with guidance	Using a homework diary to manage assignments	Using the planner effectively	Planning for long and short term assignments to meet deadlines	
Spatial Awareness	Developing gross motor skills	Having an awareness of space, direction and levels in relation to others and to their working environment	NA-PE	NA-PE	NA-PE	NA-PE

Fine Motor Skills	Beginning to exhibit actions for which fine motor skills are required (holding scissors, cutting, pencil grip)	Consolidating skills and expanding repertoire of activities for which fine motor skills are required	Exhibiting successful completion of tasks for which precision in use of fine motor skills is required (art/ playing the recorder in music)	NA-PE	NA-PE	NA-PE
Safety	Beginning to recognize potential dangers and unsafe situations	Being able to care for oneself and beginning to be able to care for the wellbeing of others	Engaging in emotional, physical and personal behavior which avoids placing oneself or others in danger or at risk	NA	NA	NA
Healthy Lifestyle	Demonstrating awareness of some of the elements of a healthy lifestyle	Recognizing the elements and benefits of a healthy lifestyle	Making informed choices to achieve a balance in nutrition, rest, relaxation and exercise practicing appropriate hygiene and self-care	NA-Aol Health and Social Education	NA-Aol Health and Social Education	NA-Aol Health and Social Education
Codes of Behavior	Recognizing that groups of people need rules and procedures to interact effectively	Recognizing that groups of people need rules and procedures to interact effectively	Recognizing that groups of people need rules and procedures to interact effectively	NA	NA	NA
	Attempting to apply some of the rules and procedures within the classroom routines and tasks	Applying most of the rules and procedures of groups of people, with limited assistance	Choosing to apply the rules and procedures of groups of people independently	NA	NA	NA
	Contributing to classroom agreements	Designing own classroom rules and procedures with guidance	Designing group rules and procedures	NA	NA	NA
Informed Choices	Identifying the choices one has in a given situation	Articulating and expanding personal choices	Making appropriate choices based on reason	NA	NA	NA
	Choosing a course of action	Explaining why certain choices were made	Evaluating whether a choice was appropriate	NA	NA	NA

Social Skills (PYP) Collaboration (MYP)						
Accepting Responsibility	Accepting responsibility for trying to meet own needs	Choosing to complete tasks and assignments	Taking initiatives to ensure the completion of assignments	Assuming a share of the responsibility	Finding strategies to enhance working relationships	Evaluating own contribution and group achievements
Respecting Others	Being caring towards others	Showing support and encouragement to others	Being sensitive to others and inclusive of all	Working respectfully with everyone		
	Listening to the ideas of others	Accepting that other people may have different points of view	Acknowledging other people's points of view	Inviting others' viewpoints and listening carefully	Empathizing with others to access their viewpoints	Seeing own understanding in the context of others'
Cooperating	Sharing materials with others	Showing support and encouragement to others	Being sensitive to the needs of others and inclusive of all	Contributing to discussions		
	Taking turns with guidance	Taking turns	Working cooperatively			
Resolving Conflict	Listening to others and talking about what the problem is	Accepting responsibility for own actions	Accepting responsibility for own actions	Assuming a share of the responsibility		
	Acknowledging that there may be other opinions	Compromising but remaining principled	Making fair decisions based on the needs of all			
Group decision making	Carefully listening to others	Being prepared to change mind	Exhibiting intrinsic morality			Effectively using team work to achieve goals
	Asking questions	Considering others' opinions	Making fair decisions based on the needs of all			
	Discussing ideas	Stating opinion logically and respectfully	Demonstrating commitment to discussion	Contributing to discussions	Assuming different roles in group situations	
Adopting a variety of Group Roles	Sharing ideas in a group	Contributing to a group task	Being a leader or a follower, as necessary			

Communication Skills (PYP) Communication (MYP)						
Listening	Concentrated listening in a one-on-one situation	Listening appreciatively and responsively in a variety of situations	Listening appreciatively and responsively in a variety of situations for a sustained period of time			
	Showing understanding of questions, statements and instructions	Comprehending main ideas when emphasized	Understanding the main ideas/details of connected conversation on a variety of topics beyond immediacy of situation	Listening and responding carefully to others	Responding to and building on others' ideas to generate discourse	Collaboratively deepening understanding through discourse
Speaking	Speaking before a group	Speaking confidently and clearly enough to be understood	Using appropriate language style and expression according the situation and audience.		Using appropriate register and subject vocabulary in expressing ideas	Successful presentation of ideas through body language/ tone and audience awareness
	Recounting own experiences	Describing in detail an event relating to themselves	Speaking about a variety of topics	Listening and responding carefully to others		
	Showing an awareness of listener needs and responding	Contributing usefully to discussions and asking clear and relevant questions	Sustaining a conversation		Responding to and building on others' ideas to generate discourse	Collaboratively deepening understanding through discourse
Non-Verbal	Awareness that we can communicate non-verbally	Communicating ideas, feelings and emotions non verbally	Making appropriate use of eye contact, gesture, facial expression, and body language	Awareness of body language and its effects		Successful presentation of ideas through body language/ tone and audience awareness
	Understanding, interpreting and following simple non verbal communication signs	Being aware of the different types/forms of non verbal communication and their meaning	Reading the non verbal language of others	Awareness of different communication forms for different purposes	Awareness of audience needs and expectations	Choosing and executing the appropriate medium and format to suit the communication purpose (creative, essay, report, diagram, movement, arts, IT etc.)

Reading	Showing an interest in books and choosing to read independently	Identifying and talking about a range of text forms	Selecting from a variety of reading materials for a specific purpose Showing an interest in a variety of literature	Awareness of different communication forms for different purposes Choosing texts out of interest and enjoyment	Exploring sources of information on current events	Reading widely to broaden research base, stay informed about current events and for enjoyment
	Using prior knowledge of context and personal experience to make meaning	Retelling major content from visual and printed texts	Identifying relevant and not relevant information in texts	Differentiating between main ideas and supporting details	Skimming, scanning and close reading of texts	Using different strategies to access complex texts or information
	Recognizing that print contains meaning	Demonstrating understanding that texts are written by authors who are expressing their own ideas	Recognizing that characters can be stereotyped and that information can be biased	Identifying the source of borrowed ideas and phrases	Considering the source of information to determine its reliability	Analyzing the subjectivity of a source
Writing	Expressing ideas in written form	Producing various types of written texts Writing clearly enough to communicate ideas	Producing various types of written text that contain a clear and precise message			Choosing and executing the appropriate medium and format to suit the communication purpose (creative, essay, report, diagram, movement, arts, IT etc.)
	Beginning awareness of the writing process	Following basic steps in the writing process with support	Following basic steps in the writing process	Utilizing the writing process as appropriate for assignments		
	Writing for meaning rather than accuracy; using invented spelling	Realizing that writing has structures and conventions	Showing awareness of and using structures and conventions of writing to fit different purposes and genres	Refining written language mechanics	Using the appropriate format and structure for different text types	
Research Skills (PYP) Information Literacy (MYP)						
Formulating Questions	Showing an interest in and wondering about the immediate environment Asking spontaneous questions	Identifying purposeful questions related to wonderings and observations	Asking compelling and relevant questions which can be researched	Asking good questions to guide research	Narrowing research questions for increased focus	Formulating questions that can/will lead to further inquiry

Observing	Learning to use senses consciously to observe	Using all the senses to notice relevant details	Observing from different perspectives			
Planning	Gaining awareness of structures in work and play situations	Beginning to use planning skills in a more purposeful way	Developing a course of action			
			Showing awareness of the various ways of finding out necessary information	Identifying strategies for finding relevant information		
Collecting Data	Gathering information from a variety of primary sources within the local environment	Gathering information from a variety of primary and secondary sources, such as maps, polls, surveys, direct observation, resource books, films, people and exhibitions	Being familiar with and using the library system and search engines to expand access to sources	Effectively using the library system incl. reference books and internet search engines	Collecting information from a variety of sources	Using a balance of primary and secondary sources
Recording Data	Putting ideas and information on paper	Putting information on paper by drawing, writing or experimenting with tallies and charts	Making good choices about which form of data recording is appropriate for specific kinds of information	Accurately recording data from board or other sources into notes	Taking notes from texts using a variety of recording formats	Compiling organized notes from verbal and other sources
			Labeling information accurately and legibly	Keeping notes and work neat		
				Identifying the source of borrowed ideas and phrases	Paraphrasing, citing and referencing correctly Understanding the importance of academic honesty	Smoothly integrating cited or paraphrased texts
Organizing Data	Experimenting in groups and with teacher guidance to organize data	Sorting and categorizing information as a class or in guided groups by arranging into understandable forms, such as narrative descriptions, tables graphs and diagrams	Independently sorting and categorizing information by arranging into understandable forms, such as narrative descriptions, tables graphs and diagrams	Independently organizing information	Outlining, transforming or summarizing information	

Interpreting Data	Drawing conclusions from pictographs and human graphs with guidance	Independently drawing conclusions from simple graphs	Drawing conclusions from relationships and patterns which emerge from organized data			
Presenting Research Findings	Giving oral feedback with guidance	Communicating what has been learned	Effectively communicating what has been learned	Awareness of body language and its effects	Awareness of audience needs and expectations	Successful presentation of ideas through body language/ tone and audience awareness
	Explaining what has been learned using simple forms of media	Using teacher chosen media	Choosing appropriate media to suit the presentation	Awareness of different communication forms for different purposes	Using appropriate register and subject vocabulary in expressing ideas	Choosing and executing the appropriate medium and format to suit the communication purpose (creative, essay, report, diagram, movement, arts, IT etc.)
Thinking Skills PYP) Problem Solving/Reflection (MYP)						
Acquisition of Knowledge	Gaining specific facts, ideas, vocabulary; remembering and memorizing					
Comprehension	Grasping meaning from material learned; communicating and interpreting learning					
Application	Making use of previously acquired knowledge in practical or new ways					
Analysis	Taking knowledge or ideas apart; separating into component parts; seeing relationships; finding unique characteristics					
Synthesis	Combining parts to create wholes; creating, designing, developing, and innovating					
Evaluation	Making judgements or decisions based on chosen criteria; standards and conditions					
Dialectical Thought	Thinking about two or more different points of view at the same time; understanding both points of view; being able to construct an argument for both points of view					
Metacognition	Analyzing one's own and others' thought processes; thinking about thinking and thinking about how one thinks and how one learns					





